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ABSTRACT

This learning activity package (LAP) titled Disadvantaged Learner Analysis Profile is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

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DISADVANTAGED LEARNER ANALYSIS PROFILE

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PREFACE

This booklet is one of a series designed to assist vocational educators with disadvantaged learners. The series was designed to develop competencies needed by vocational teachers working with disadvantaged students.

Each booklet is a learning activity package (LAP) that concentrates on one general vocational teacher competency. An introduction, a teacher competency sheet, an information section, worksheets and evaluation devices are included. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. With certain LAPs, extended activities have been included to permit interested teachers to go beyond the minimum competency level.

The LAPs in the series are as follows:

1. Characteristics of Disadvantaged Learners
2. Disadvantaged Learner Referral Process
3. Diagnostic Assessment of Disadvantaged Vocational Learners
4. Disadvantaged Learner Analysis Profile
5. Occupational Cluster Analysis for Disadvantaged Vocational Learners
6. School and Community Resources for Disadvantaged Learners
* 7. Instructional Materials for Disadvantaged Learners
* 8. Learning Activities for Disadvantaged Learners
* 9. Disadvantaged Learner Vocational Plan
* 10. Classroom Management for Disadvantaged Learners
* 11. Disadvantaged Vocational Learner Progress Evaluation
* 12. Competency-Based Vocational Teacher Education on Disadvantaged Learners: User's Manual

* Booklets 7-12 are under development and are projected to be ready for dissemination in October 1980.

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Perry R. Gemmill
Project Director

INTRODUCTION

Assessment of a disadvantaged student should result in a detailed description of the learner's strengths, weaknesses, interests and preferences. A learner analysis profile provides the vocational teacher and other cooperative team members with a concise, graphic representation of previously gathered identification and assessment information.

The purpose of this learning activity package (LAP) is to: (a) identify the criteria for describing basic cognitive, affective and psychomotor behaviors and (b) guide the development of a learner analysis profile for a disadvantaged learner.

A suggested procedure for using this LAP is to review the entire Teacher Competency Sheet. If you then feel that you need additional information about a learner analysis profile, perform the learning activities starting with the information section. However, if you think that you can achieve the performance objective, complete the worksheets and rate your performance.

TEACHER COMPETENCY SHEET

UNIT 1.00:

Assessing Disadvantaged Vocational Learners

COMPETENCY 1.04:

Develop a learner analysis profile.

PERFORMANCE OBJECTIVE:

Given information on the needs of a disadvantaged student, construct a valid learner analysis profile. A checklist will be used to rate your performance. All items must receive an acceptable rating.

LEARNING ACTIVITIES:

1. Read Information Section IV, "Developing a Learner Analysis Profile."

2. Review Supplementary Section I, "Criteria for Developing a Learner Analysis Profile."

3. Test Your Knowledge by completing the section, "Developing a Learner Analysis Profile."

4. Describe a disadvantaged vocational learner on Worksheet VIII, "Learner Analysis Profile."

5. Rate Your Performance by completing the "Learner Analysis Profile Checklist."

VOCABULARY:

Affective behavior: Learning that includes the internalization of feelings and beliefs in the form of interests, habits, values, emotions and attitudes.

Cognitive behavior: Learning that involves the thinking or intellectual abilities in processing knowledge.

Cooperative instructional team: Persons responsible for planning, teaching and evaluating instruction for the disadvantaged learner.

Learner analysis profile: A tool for recording assessment data about an individual student.

Psychomotor behavior: Learning that consists of perceptual and manipulative, motor skills needed for performing physical activities.

Information Section IV

DEVELOPING A LEARNER ANALYSIS PROFILE

A learner analysis profile is designed to display diagnostic information. The vocational teacher should cooperate with other educational personnel in developing the graphic representation of the disadvantaged learner's behaviors. This activity is a final step in the identification and assessment process and an initial step in planning a specific vocational learner's instructional program.

Procedures for Developing a Learner Analysis Profile

The vocational teacher should start by reviewing the criteria used to describe the disadvantaged learner's behaviors. An outline of the criteria used in this LAP is in Supplementary Section I, "Criteria for Developing a Learner Analysis Profile." This criteria is divided into three major categories:

Cognitive behavior. This category involves the learner's thinking or intellectual abilities. The learner may recall, comprehend, apply, analyze, synthesize or evaluate knowledge. Four skill areas of cognitive behavior are verbal, language, information and quantitative/numerical.

Psychomotor behavior. This category consists of the learner's perceptual and manipulative motor skills. The vocational learner behavior ranges from perceiving a work situation through the senses to performing manipulative skills with proficiency to creating muscular movements that accommodate new problematic situations. Two areas of psychomotor behavior are perceptual skills and physical skills.

Affective behavior. This category includes the learner's internalization of feelings and beliefs. Characteristics of the behavior are interests, habits, values, emotions and attitudes. Three areas of affective behavior are social habits, occupational interests and capabilities and learning styles and preferences.

Major areas within the cognitive, psychomotor and affective behavior categories and the elements for each area are defined in Supplementary Section I. Selected elements are rated on the profile and are later used to plan specific learner instruction.

Second, cooperate with members of the instructional team in developing the profile. Assessment information, observation reports and other pertinent data from all cooperative team members should be taken into consideration. Team involvement results in a comprehensive learner description, which provides a common base for all instructional development.

Third, rate the learning criteria for the disadvantaged vocational learner. Consensus of the team is necessary for each criterion. The "Learner Analysis Profile" includes a five-step rating scale, which ranges from "learning weakness" (1) to "learning strength" (5). A criterion for which the student does not exhibit a weakness or strength should be rated in the middle (3). When the rating is completed, the marks can be connected to provide a profile of the student's learning needs and learning style.

Fourth, document each rating made on the "Learner Analysis Profile." Specific documentary information should be available through diagnostic assessment and on the "Case History Record". The documentary information should describe the specific behavior of the student and/or the source of data. Remarks should be: (a) clear and concise, (b) objective, (c) verifiable through documentation, (d) free of libelous terms and (e) limited to repeatable behaviors.

The learner analysis profile is an important tool for planning and evaluating. To insure its accuracy and useability, the profile should include current information and suggestions for classroom use.

Supplementary Section I

CRITERIA FOR DEVELOPING A LEARNER ANALYSIS PROFILE

Major Areas and Definitions

Major Area	Definition
Cognitive Behavior	
Verbal Skills	Involves the ability to communicate in written and spoken forms.
Language Skills	Involves the ability to listen, understand, and express one's self using written and oral forms of language.
Informational Skills	Involves the ability to follow instructions, remember, sequence information, plan, organize and make decisions.
Quantitiative/Numerical Skills	Involves the ability to count, record, perform basic arithmetic processes, measure and otherwise use or manipulate numerical information.
Psychomotor Behavior	
Perceptual Skills	Involves the ability to accurately perceive colors, forms, space, sounds and odors.
Physical Skills	Involves the ability to coordinate and perform physical movements.
Affective Behavior	
Social Habits	Involves the ability to interact with others and act independently in an acceptable manner.
Occupational Interests and Capabilities	Involves the ability to determine one's occupational likes and dislikes and to adjust to changing work situations.
Learning Styles and Preferences	Involves the environmental, emotional, sociological and physical factors that influence learning.

Adapted from: Dunn, R. and Dunn, K. Educator's self-teaching guide to individualizing instructional programs. West Nyack, New York: Parker Publishing Co., Inc., 1975; and Phelps, L.A. Instructional development for special needs learners: an inservice resource guide. Urbana: University of Illinois, 1975.

Supplementary Section I

CRITERIA FOR DEVELOPING A LEARNER ANALYSIS PROFILE

Elements and Definitions

Cognitive Behavior

Area 1 - Verbal Skills		Area 2 - Language Skills	
Reading	Reads with comprehension at the 5th grade level or above	Listening	Listens attentively and for the purpose of remembering when others are talking
Spelling	Spells common words accurately	Grammar	Uses appropriate grammatical expressions in sentence form
Recording Information	Maintains accurate records of performance or production	Technical Vocabulary	Recognizes and comprehends technical vocabulary words at a level sufficient for educational and social communication
Verbal Communication	Uses words effectively when asking or responding to questions	Nonverbal expression	Reacts to voice tone, inflection, facial expression, choice of words, and gestures; and recognizes emotions and feelings
Written Communication	Writes a series of sentences on a given subject	Generalizing	Draws conclusions, makes accurate assumptions from receptive language
Match and Differentiate	Discriminates accurately between items which are similar and dissimilar	Classification	Classifies meaningful language symbols, e.g., principal and bosses are authorities
Form Completion	Provides complete information on common forms, e.g., social security		
Telephone Communication	Uses the telephone to obtain information		
Accuracy	Checks, when necessary, to be sure that task was performed accurately		

Adapted from: Hemenway, R., et al., Learner-behavior-task rating scale. Illinois State University, 1975; Phelps, L.A. Instructional development for special needs learners: an inservice resource guide. Urbana: University of Illinois, 1975; Reynolds, M.L., et al., Task-related competencies. Central Michigan University, 1974; and U.S. Department of Labor. Dictionary of occupational titles (3rd ed.). Washington, D.C.: Government Printing Office, 1965.

Cognitive Behavior Con't

Area 3 - Informational Skills

Retention	Remembers critical information such as names, locations and procedures
Sequencing	Processes information accurately for determining an appropriate order or sequence for objects
Attentiveness	Concentrates on a task and is not easily distracted
Planning Ability	Plans ahead for completion of a task
Organization	Approaches problems in a systematic manner
Decision Making	Selects from among alternatives independently
Follow Verbal Instructions	Understands spoken instructions containing more than one idea
Follow Written Instructions	Reads and follows written instructions as communicated by signs, safety labels and procedure manuals
Mechanical Aptitude	Demonstrates a working knowledge of mechanical principles, e.g., levers, inertia and motion

Informational Skills Con't

Perseverence	Sees the task through to completion
Transfer	Applies information gained from previously learned skills to a new task

Area 4 - Quantitative/Numerical Skills

Counting and Recording	Reads, counts, and/or records numerical information accurately
Cardinal Numbers	Reads, interprets, and writes cardinal numbers up to four digits
Ordinal Numbers	Reads, interprets, and writes ordinal numbers up to four digits
Addition/Subtraction	Performs simple addition and subtraction computations accurately
Multiplication/Division	Performs simple multiplication and division computations accurately
Measurement	Performs or interprets the following measurements correctly and accurately: distance/size, weight/volume/balance, liquids/solids, time, temperature/pressure/humidity, torque, electrical units, vertical/horizontal, and degrees of a circle (angularity)

Cognitive Behavior Con't

Quantitative Skills Con't

General Numerical Usage	Recognizes and affixes meaning to zip codes, social security numbers, street addresses etc.
Fraction	Reads, interprets and uses common fractions, e.g., 1/3, 1/4 and 1/2
Money	Recognizes common denominations of coins and bills and can make change accurately
Roman Numerals	Reads, interprets and writes common Roman numerals
Approximations	Estimates and judges distances, height, weight or size accurately
Configuration	Discriminates differences in shape, form, texture and size

Psychomotor Behavior

Area 5 - Perceptual Skills

Auditory Discrimination	Makes fine distinction from sound cues and recognizes normal and abnormal sounds
Form Perception	Sees details of objects, graphs, pictures and can compare difference in size and shape
Form Discrimination	Recognizes differences between a variety of forms (two dimensional), solid shapes, sizes and textures
Space Perception	Recognizes forms and objects in their spatial relationships accurately
Color Perception	Recognizes primary colors, sees differences and similarities between shades
Touch Discrimination	Determines size, shape, temperature, moisture content or texture by means of touch
Perceptual Information	Obtains information through sight, shape, size, distance, motion, color and other unique characteristics
Olfactory Discrimination	Differentiates a variety of smells

Psychomotor Behavior Con't

Area 6 - Physical Skills

Physical Strength (check appropriate level)	Uses physical strength to lift, carry, push or pull objects in a variety of work situations: 1. Sedentary work (mostly sitting and required to lift a maximum of 10 pounds) 2. Light work (considerable standing or walking or work movements while sitting and required to lift up to 20 pounds) 3. Medium work (many work movements while sitting and required to lift up to 50 pounds) 4. Heavy work (required to lift up to 100 pounds and/or carry up to 80 pounds) 5. Very heavy work (required to lift over 100 pounds)
Hand-eye Coordination	Coordinates movements of eyes and hands, and fingers rapidly and accurately
Eye-hand-foot Coordination	Coordinates feet and hands in response to visual or auditory cues.
Bi-manual Coordination	Coordinates the use of both hands efficiently
Manual Dexterity	Moves and coordinates hands with skill and ease in placing and turning motions; uses common hand tools
Reaching, Grasping	Reaches and grasps objects adequately using upper extremities
Finger Dexterity	Manipulates small objects with fingers rapidly and accurately
Mobility	Walks or moves to appropriate locations with little or no problem
Equilibrium	Maintains body equilibrium to prevent falling or stumbling when walking, standing, running or crouching
Kneeling, Climbing, Crawling	Demonstrates good use of lower extremities and body muscles in body movement

Affective Behavior

Area 7 - Social Habits

Social Acceptance	Likes and is sought out by peers	Social Invisibility	Blends in with groups and activities smoothly; exhibits behavior appropriate to the circumstances
Sociability	Participates actively in group activities; seeks out friends	Cooperativeness	Cooperates with peers and others for the accomplishment of a group task
Sensitivity	Expresses feelings of warmth toward others; is sensitive to feelings and needs of others	Appropriate Behavior	Exhibits suitable gestures, verbalizations, actions, mannerisms etc.
Punctuality	Is on time regularly for activities and events; accepts responsibility for tardiness	Character	Considered dependable by peers and others

Social Habits Con't

Self-initiation	Initiates work on task promptly and without the urging of others
Responsibility	Assumes and carries out tasks in a dependable manner
Attentiveness	Listens to directions; follows instructions; attends to task as required
Conformity	Accepts rules and regulations whether or not he/she agrees with them
Seeks Help	Requests assistance from others and/or peers when encountering difficulty
Distractibility	Stays on task when others are nearby or after experiencing non-work related problems
Loyalty	Never or rarely complains about peers, teachers, others, or tasks
Appearance	Dresses appropriate to the situation; well groomed
Absence of supervision	Works at a consistent rate when unsupervised; works well without direct, continuous supervision
Safety	Demonstrates a concern for and takes appropriate action to maintain safe conditions

Area 8 - Occupational Interests and Capabilities

Occupational Cluster Interests	Desires vocational and/or avocational pursuits in one or more of the following occupational cluster areas: 1. Agriculture/Agri-Business 2. Natural Resources and Environment 3. Construction 4. Manufacturing 5. Transportation 6. Communications and Media 7. Product Services, Mechanics/Repairers 8. Marketing and Distribution 9. Business and Office 10. Personal Services 11. Hospitality and Recreation 12. Consumer and Home Economics 13. Health 14. Public Service 15. Marine Science
Occupational Desires	Desires involvement in activities that: 1. involve things and objects 2. are routine and concrete 3. involve people and interpersonal communication 4. are scientific or technical 5. are abstract or creative in nature 6. involve processes and machines
Work Adjustment Capability	Adjusts to and performs tasks under the following conditions: 1. frequent changes in duties 2. assignment of specific tasks which seldom require independent action or judgment

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Occupational Interests and Aptitudes Con't

3. working apart from others
4. stressful, unexpected or risk taking situations
5. making judgments and decisions on subjective criteria, e.g., feeling and common sense
6. results of work are tangible or intangible

Area 9 - Learning Styles and Preferences

Environment	Learns well under normal sound, light and temperature levels of the school; adjusts to physical layout and design of facility
Motivation	Displays high levels of interest and initiative
Persistence	Attends tasks consistently
Responsibility	Shows dependability and conscientiousness
Structure	Organizes own work
Social	Works well in small and large peer groups; with adults; and with peers and adults together
Sensory Response	Responds well to stimuli that require hearing, seeing, touching, smelling and moving
Nutritional Intake	Needs to eat/drink only at the normal established times for breakfast, lunch and dinner
Work Time	Works well during regular school hours in the early and late morning and early and late afternoon
Mobility	Adjusts to level of physical activity required in the classroom

Test Your Knowledge

DEVELOPING A LEARNER ANALYSIS PROFILE

Directions: Complete the questions below by providing short answers. Then compare your answers with the appropriate responses identified in the Answer Key.

1. Define a learner analysis profile.

2. Define cognitive behavior.

3. Define psychomotor behavior.

4. Define affective behavior.

5. Identify the major area of behavior indicated by each of the following examples:

   a. reads at 5th grade level _____
   b. hammers nails two inches apart _____
   c. locates address in phone book _____
   d. expresses occupational desire _____
   e. is punctual _____
   f. responds well to audiovisual instruction _____

6. Describe two functions of a cooperative instructional team in developing a learner analysis profile.

a. _____

b. _____

7. List six characteristics of the documentary information that should be given with each criterion on the learner analysis profile.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Answer Key -- Test Your Knowledge

DEVELOPING A LEARNER ANALYSIS PROFILE

1. A learner analysis profile is a tool that provides a graphic representation of diagnostic information including learner strengths, problems, interests and preferences.

2. Cognitive behavior involves a learner's thinking or intellectual abilities in processing knowledge.

3. Psychomotor behavior consists of a learner's perceptual and manipulative, motor skills, including physical activities in performing a task.

4. Affective behavior includes the learner's internalization of feelings and beliefs in the form of interests, habits, values, emotions and attitudes.

5. Major areas of behavior:

   a. verbal skills
   b. physical skills
   c. informational skills
   d. occupational interests and aptitudes
   e. social habits
   f. learning styles and preferences

6. Functions of cooperative instructional team:

   a. assessment
   b. information exchange and verification
   d. criteria ratings and documentation

7. Characteristics of documentary information:

   a. clear and concise
   b. objective
   c. verifiable through documentation
   d. free of libelous terms
   e. limited to repeatable behaviors
   f. current
   g. suggestions for classroom use.

Worksheet VIII

LEARNER ANALYSIS PROFILE

Directions: Read the definition for each learning criterion in Supplementary Section I, Criteria for Developing a Learner Analysis Profile. Then rate each criterion on the profile by placing a dot in the appropriate box. The rating scale ranges from 1-5 indicating learning weaknesses and learning strengths. A rating of 3 indicates no specific weakness or strength. When all areas have been rated, connect the dots with a solid line to provide a graphic representation of the student's learning needs and learning style. As you are rating the student, briefly record the documentary evidence or specific behavior.

1 = severe weakness
2 = moderate weakness
3 = neutral, no strength or weakness
4 = moderate strength
5 = outstanding strength

Student's Name _____ Age _____ Date of Birth _____

Name of School _____ Program _____ Grade Placement _____

Date of Profile _____ Names of Cooperative Team Members:

_____
Name Title

_____
Name Title

_____
Name Title

_____
Name Title

_____
Name Title

LEARNER ANALYSIS PROFILE

Criteria	Learning Weakness 1	2	3	4	Learning Strength 5	Documentation/Observed Behavior
Cognitive Behavior						
Verbal Skills						
Read						
Spell						
Record information						
Verbal communication						
Written communication						
Other verbal skills						
Language Skills						
Listening						
Grammatical expression						
Technical vocabulary						
Nonverbal expression						
Other language skills						
Informational Skills						
Retention						
Sequence						
Attentiveness						
Planning ability						
Mechanical aptitude						
Transfer						
Other informational skills						
Quantitative/Numerical Skills						
Count and Record						
Add/subtract						
Multiply/divide						
Measure						
General number use						
Money						
Other quantitative/numerical skill						

Criteria	Learning Weakness				Learning Strength	Documentation/Observed Behavior
	1	2	3	4	5	
Psychomotor Behavior						
Perceptual Skills						
Auditory discrimination						
Form perception						
Form discrimination						
Space perception						
Color perception						
Touch discrimination						
Other perceptual Skills						
Physical Skills						
Physical strength						
Hand-eye coordination						
Manual dexterity						
Mobility						
Other physical skills						
Affective Behavior						
Social Habits						
Sociability						
Sensitivity						
Cooperativeness						
Responsibility						
Conformity						
Loyalty						
Safety						
Other social habits						

Criteria	Learning Weakness				Learning Strength	Documentation/Observed Behavior
	1	2	3	4	5	
Affective Behavior Con't						
Occupational Interests and Capabilities						
Vocational Education in:						
Agriculture/Agri-Business						
Natural Resources and Environment						
Construction						
Manufacturing						
Transportation						
Communications and Media						
Product Services/Mechanics/ Repairers						
Marketing and Distribution						
Business and Office						
Personal Services						
Hospitality and Recreation						
Consumer and Home Economics						
Health						
Public Service						
Marine Science						
Occupational Desires that:						
involve things and objects						
are routine and concrete						
involve people and interpersonal communication						
are scientific or technical						
are abstract or creative						
involve processes and machines						

Criteria	Learning Weakness				Learning Strength	Documentation/Observed Behavior
	1	2	3	4	5	
Affective Behavior Con't						
Work Adjustment Capabilities when:						
duty changes are frequent						
specific tasks are assigned						
working apart from others						
stressful, unexpected, risk situations						
making decisions/judgments on subjective criteria						
end result is tangible						
end result is intangible						
Learning Styles/Preferences						
Environment						
Motivation						
Persistence						
Responsibility						
Structure						
Social						
Sensory response						
Nutritional intake						
Work time						
Mobility						
Other styles and preferences						

Rate Your Performance

LEARNER ANALYSIS PROFILE CHECKLIST

Directions: Rate the criteria listed below by placing a check (✓) in the appropriate column. All items must receive an acceptable rating. If an item is unacceptable, repeat any activities that are necessary to permit an acceptable rating.

Criteria	Acceptable	Unacceptable
All learner information is considered:		
1. Observations	____	____
2. Documents	____	____
3. Interviews	____	____
4. Diagnostic Assessments	____	____
5. Ratings are a consensus of the cooperative team.	____	____
Profile includes criteria from the nine areas of behaviors.		
6. Verbal skills	____	____
7. Language skills	____	____
8. Information skills	____	____
9. Quantitative/Numerical skills	____	____
10. Perceptual skills	____	____
11. Physical skills	____	____
12. Social habits	____	____
13. Occupational interests and aptitudes	____	____
14. Learning styles and preferences	____	____
15. Each learning criterion is documented.	____	____
Documentation/observed behaviors are:		
16. Clear and concise	____	____
17. Objective	____	____
18. Verifiable through documentation	____	____
19. Free of libelous terms	____	____
20. Limited to repeatable behaviors	____	____
21. The ratings are based on current information.	____	____
22. The profile contains suggestions for instruction.	____	____